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and

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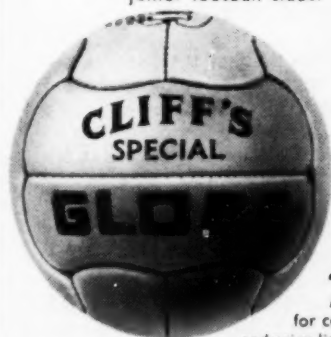
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THE SCHOOL GOVERNMENT CHRONICLE

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Month by Month

Home Office Figures

STATISTICS published last month by the Home Office show a 10 per cent. increase in indictable offences in England and Wales in 1960 over the previous year. For the Metropolitan area the increase was 12.6 per cent. Personal violence increased by 14 per cent. and rape by more than 50 per cent. Offences by young people, included in the above figures, were inevitably more numerous than in 1959. The figures, however, indicate something more than a proportionate increase. The number of children charged with violence against the person rose by 40.2 per cent. In the 15 to 17 age group the increase was 25.7 per cent., and from 18 to 21 it was 17 per cent. These are greater increases than those relating to adult offences. The statistics follow hard on the parliamentary statement of the Minister of Education, mentioned last month. Sir David Eccles spoke of a decline in Christian morality and called upon the schools to accept this as both a fact and a challenge. The Home Office figures may be accepted as supporting and illustrating the Minister's words. Delinquents constitute only a very small minority of our young people. This the Minister has most clearly recognised. What is so grave is not so much the size of this minority as its growth. There is a steep and continuous rise in the number of young offenders. Recent events in Nottingham show only too well the harm which even a minority of young hooligans can do. The increase must be checked and the matter must be treated as one of the greatest urgency. The arresting of this rapid moral decline is more necessary than the allocation of responsibility or blame. Parents, teachers, youth leaders and ministers of religion, all have their part to play if there is to be a reformation of conduct and behaviour. Parents can only play their part effectively if they accept their parental responsibility and recognise the importance of parental example. Even so, from the age of five to at least fifteen all children are greatly and progressively influenced by the life and teaching in their schools. The churches are at a great disadvantage in that many families have no religious life at all. Ministers have no effective contact with them. They have, moreover, no sanctions which they can use, no attendance bye-laws which they can invoke. For these reasons one is justified in looking to the teachers more than anyone else to guide the feet of our young people back into the ways of moral conduct, of virtuous and Godly living. One may question the assumption that moral teaching belongs exclusively to the sphere of religious instruction.

There is such a thing as natural morality. In the old days of "Elementary" Education, the code issued by the Board of Education listed "Moral Instruction" as the first of the **secular** subjects to be taught in all schools. It was something quite distinct from Religious Instruction, and was not, for example, subject to any Conscience Clause. From such generally acceptable ethics the teaching given in the religious lessons will lead onwards and upwards to the fullness of the Christian life. It is to be hoped that the various educational associations will get together and give most serious consideration to this grave matter. There should be agreement on the steps which can and should be taken to check this moral slump. It is now reported, too, that there has been yet another annual increase in teenage drunkenness. This, too, is symptomatic of the same moral malaise. The youth club is better than the bar parlour, but parents can do more than anyone else to help their children to spend their leisure in a happy and wholesome way.

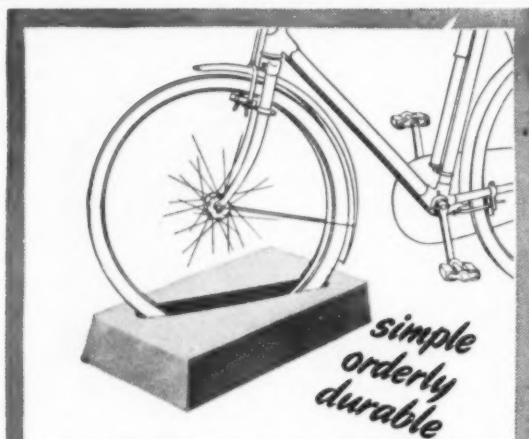
Experiment in Leeds and East Ham

LAST term experiments in the teaching of French were carried out at Leeds and East Ham, with the financial support of the Nuffield Foundation. In both places the children concerned were in the last term of their course in the junior school, and all will be grammar school pupils this term. At Leeds the boys and girls were in

the sole charge, for all subjects, of a Frenchwoman (a grammar school teacher), who taught every subject in French. At the end of only two weeks the children understood all that was said to them. At the end of the nine weeks for which the experiment lasted, they spoke fluently, had a wide vocabulary and were able to think as well as speak in French. In that very short period they reached the same standard as third-year grammar school pupils. Similar success attended the experiments in three East Ham junior schools. An evaluation of the lessons to be learnt from these experiments will be awaited with interest. They have shown that, by the intensive use of the only effective method, more can be achieved in a few weeks than many grammar schools can do in years. Will the Nuffield Foundation continue its interest in the teaching of a second language? If so, experiments in the earlier teaching of French or German might be most usefully encouraged and supported. It is well known that in most European countries the teaching of a second language is not confined to pupils in selective secondary schools, nor is it deferred until the secondary stage of education is reached. Even in our own country the practice of preparatory schools is to teach one and even two languages other than English before the age of eleven. The experience of these schools might well be taken into account in any enquiry into the matter. The failure of English people generally to speak any other language than their own is something of which we should be heartily ashamed. Every effort should be made to remove this reproach. A trial at least should be given to the introduction of foreign language teaching, say in the third year of the junior stage in adult's education.

School Buildings

THE Eighth Report of the Select Committee on Estimates, published by H.M. Stationery Office on the 23rd August, has an interesting section on school buildings. A number of recommendations are made which, from the purely educational view, are uncontroversial and call for no comment. The Committee is satisfied with the efforts of the Ministry of Education to get value for money and to effect such savings as are possible. The recommendations are designed to assist the Ministry in continuing and developing its present system of control. The proceedings of the Investigating Sub-Committee disclosed some sheer prejudice against modern school buildings in the minds of those who might have been appreciative. A leading Scottish teacher in his evidence stated that his colleagues were alarmed at the school buildings now being erected. He described the new schools as box-like structures. For some years after the war all new schools, irrespective of size, were single storey buildings covering vast areas, with all the attendant inconveniences. They resembled nothing, remotely boxes. Since then there has been a welcome return to more compact and more dignified buildings. They are structurally and functionally appropriate to the work



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and life of a school. Their essential honesty helps to give them a dignity and a beauty which are more generally appreciated than the remarks quoted above might suggest. A member of the sub-committee asked the Scottish spokesman if he did not think that the modern school was indistinguishable from a furniture warehouse or a boot-polish factory. Did they not lack character? Of course, the witness answered affirmatively. Many people may know enough about the characteristic architectural features of boot-polish factories to answer such a question with equal readiness.

Government Actuary Report on the Teachers' Superannuation Scheme

The Government Actuary's Report, just published, on the state of the Account of the Teachers' Superannuation Scheme for England and Wales as at March 31st, 1956, shows that the deficiency at that date was £274 million.

The previous actuarial report on the position at March 31st, 1948 (H.C. 128 of 1950-51) had revealed a deficiency of £102 million which it was known had increased considerably as a result of interest accrued and subsequent salary awards.

It was the main purpose of the Teachers' (Superannuation) Act, 1956, to deal with this deficiency, and it provided that

1. the deficiency at March 31st, 1956, should be met by an Exchequer credit to the Teachers' Superannuation Account;
2. from October 1st, 1956, the contributions should be raised from 5 per cent. to 6 per cent. for both teachers and employers; and
3. any deficiency after March 31st, 1956, revealed by a subsequent valuation should be met by a higher rate of contributions from employers only.

The next valuation will reveal the position at March 31st, 1961, "when a further deficiency must be expected because of the substantial increases in salary levels since 1956."

GROWING BURDEN OF BENEFITS

The report states that in the future there will be a considerable growth in the cost of superannuation benefits although this may be temporarily offset by greater income following increases in salaries.

The contributions of 6 per cent. from both teachers and employers would only have been sufficient to provide the superannuation benefits for men and women who became teachers at the usual ages for entering teaching if the salary scales in force at March 31st, 1956, had continued. However, these scales have been considerably increased, which means that the contributions will be insufficient to meet the costs of benefits related as these are to the level of salary at the time of retirement.

Mr. Eric Edward Capon has been appointed to the new post of Director of Drama at the Guildhall School of Music and Drama. He will supervise the School's Drama Department.

Work and Study in U.S.S.R.

About 150,000 Soviet full-time university and college students—57 out of every 100 enrolled in 1960—had previously had at least two years at work.

This compares with only 28 in a 100 in 1957.

These figures were given at the recent nation wide conference of 2,500 educationists and others in Moscow, to check how the system of combining socially useful work with higher education was working out in practice.

The new system is already giving results in the form of a higher level of training of engineers, because less time has to be devoted to descriptive sections of study courses on production processes.

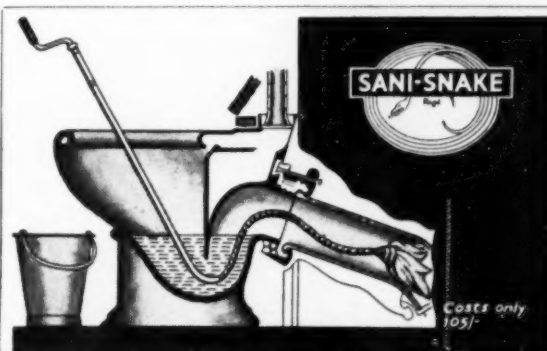
Professor Elyutin, Minister of Higher Education, noted that 2,400,000 were studying at Soviet colleges and universities.

"In Central Asia," he added "there are 92 students for every 10,000 of the population, while the figure for France is 40, for Italy 34, and for Western Germany 31."

The next few years, he said, would see an especially quick rise in the number of graduates in the fields of automation, chemical technology, computing techniques and radio-electronics.

Design and operation of atomic power installations is now taught at several polytechnical colleges.

There are now 19 Soviet colleges training engineers in automation and telemechanics, and another 17 trained experts in mathematical and computing devices and installations.



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Juvenile Delinquency:

Sin, Sickness, Sport or What?

The pressing problem of Juvenile Delinquency is not confined to this country and in the face of mounting public concern in America over this problem eleven Boston University faculty members, administrators, and one alumna participated in a written symposium on the nature of the delinquency problem, the factors frequently associated with it, and what might be done about it. As the views expressed may prove of interest and profit to those concerned with this matter on this side of the Atlantic, the Editor of the American magazine "Education," has kindly agreed to their reproduction in THE SCHOOL GOVERNMENT CHRONICLE.

GENE D. PHILLIPS

Associate Professor of Education, Boston University School of Education

Delinquency as a term comes from the Latin infinite, *delinquere*, which means to leave. A question that could follow here: What are Johnny and Mary trying to leave in contemporary society? The English language is laden with expressions which indicate departures from society's implicit or explicit rules of conduct: culpability, deviation from rectitude, transgression, dereliction, indiscretion, lapse, slip, trip, exceptionable and others. One of society's paradoxes in this century is that it cannot communicate effectively what it means behaviourally by these terms. We have been didactic about them, but hardly practical.

Whenever the problem of behaviour arises, there is the need to consider problems of social-cultural order, teaching, training, self-control, rewards and punishments, and religious experience. Do all social institutions — the family, school, church and related agencies — sense that not one of these dimensions can be ignored? Societies flourish when each and every aspect is deliberately and thoughtfully considered in the education of its youth.

Ancient Greece had its flute girls as well as those who played the lyre and intoned idylls to the farm boys in the distant fields. Errant boys played hookey in the olive groves. Others preferred not to pay heed to the slave teachers' friendly admonishments and instructions. Can we expect children in to-day's schools to respect and to follow the advice of persons who do not command the total respect and support of the community?

All the students in Plato's academy and Aristotle's lyceum were not particularly "goal" directed. The Olympian bards sang divine ideas of moral oughtness, but there were deaf ears to them then, as now. These are not apologies for our present-day record of individual and social behaviour or its lack, but they do point up the idea that men 2,600 years ago did not have the answer.

The fact that they did not have the answer did not stop the philosopher-kings of ancient Greece from

hypothesising on what it might be, however. They came up with an intriguing hypothesis that was not fully explored in their day or in ours: If one knows oneself, then other things will follow.

To-day we might say that the self must be a productive entity—one needing to create; to add to human conduct and knowledge; to discover the meaning of being; to see the infinity of relationships of living matter in an ever-changing universe; to seek out the moral imperatives of our day, not expressly those of a yesteryear; and to experience the impact of love as an organising force of anything that is ever felt, thought, said, or done. When these experiences have been undergone, then, and only then, can man be trusted to set up his own behaviour.

To help children come by a new kind of security, which is gained from questing amidst insecurity, would seem to me to be a proper goal to establish in the home and the school for this second half of the twentieth century. The child must not be permitted to experience alienation from the arts, sciences, and social sciences because of the intellectual explosions in these fields; rather he must develop the feeling that they are his allies. In these areas lie some potent methods for discovery of self. In these areas lie the potential of self-discipline. The arts, sciences, and social sciences provide a background in which the child can find some unity of purpose.

Let's take to-day's delinquent by the hand, help him leave the old which holds little relevance for him, and take him on to the experiences which need to be tested further in his own life. Control, order, and direction can make for productivity if they are self-willed and if they are understood as forces of culture. Responsibility, accountability, and social conscience could well be the new fundamentals to stress with all children in all social milieus.

JOHN McDOWELL

Dean, Boston University School of Social Work

There are several prevalent community attitudes which hinder a consistent and rational approach to the prevention, control, and treatment of juvenile delinquency.

One is the attitude that children and youth who engage in anti-social acts are wrong-doers and must be



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punished. Implicit in this point of view is the assumption that more severe punishment leads to reduced delinquency. Although experience and research show this assumption to be unwarranted, some people in very high places assert it to be true. Some parts of the press encourage such methods as flogging, publication of names of children charged with felonies, and incarceration. Almost any parent who strongly urges acceptance of this policy would be outraged if it were suggested that the same methods be used against his own child.

Few people will admit to hatred of one child, but many will display hatred toward a mass of children in trouble who respond by anti-social behaviour. Not many generations ago, mental illness was punished or, at best, treated only by confinement in an asylum. To-day, we recognise the need for and increasingly use scientific treatment for the mentally ill. We still are in the "asylum stage" in our attitude toward the juvenile delinquent.

Another attitude is based on the very human search for a way out of frustration. It is the belief that juvenile delinquency has a single cause and, therefore, a simple solution. The devotees of this point of view vary in their prescriptions: better housing; more playgrounds, "put the parents in jail"; eliminate sensational TV shows, movies, and comic books.

It is an unpleasant fact that delinquent behaviour, which stems from so many combinations of casual factors, must be treated and controlled through effective operation and co-ordination of many different kinds of community enterprises. Almost every community institution must be involved in the alleviation of the human problems which we so glibly lump together under the label "juvenile delinquency." Recognition of this fact tries our patience and frustrates our search for easy answers.

A third attitude which hinders progress is the belief that someone else is responsible for this problem and its solution. "If parents—not we, but *other* parents—controlled their children, or understood them, or loved them, the problem would be solved" or "if schools taught better behaviour, if police were more alert, if the churches were teaching higher ideals, children and youth would not cause trouble."

Every citizen, every parent, every youth, every teacher, every neighbour shares responsibility for family and community conditions which encourage delinquency. Likewise, everyone can contribute to individual, family, and community changes which will tend to encourage juvenile adequacy and development of healthy individual and family life.

Let us turn our attention away from what "they" ought to do, toward what *I* and *we* ought to do.

WALTER B. MILLER

Research Associate, Boston University School of Social Work, and Lecturer, School of Education, Harvard University

Confronted with an unprecedented and increasing volume of adolescent crime, it becomes imperative that our critically limited resources be concentrated at the point where delinquency is most prevalent, serious, and deep-rooted. In fact, almost precisely the opposite situation prevails. Approximately 80 per cent. of current effort in research, prevention, and "treatment" is devoted to approximately 20 per cent. of the

"delinquent" population.

Where is the "locus" of adolescent crime in present-day United States? Research has documented the fact that the great bulk of adolescents who commit crimes with sufficient seriousness and/or frequency as to become the responsibility of the police, courts, and correctional agencies share four characteristics. They are male (about 80 per cent.); they reside in urban areas (about 75 per cent.); they originate in communities whose mores and norms derive from the cultural system of the American lower class (about 85 per cent.); they are essentially "normal"—that is, they do not manifest serious mental disorders to a degree significantly larger than the non-delinquent population. The great bulk of delinquents, then, are "normal"; lower-class, city boys.

There are, of course, many delinquents who do not manifest one or more of these characteristics. Some "delinquent" youngsters originate in middle-class communities. Some manifest moderate-to-serious emotional disturbances. Some are suburban or rural. Some are girls.

With so many delinquents (600,000 court cases in 1957), there are bound to be large numbers who share these latter characteristics. But it is significant that the greatest expression of indignation, the most persistent demands for action, and the majority of organised programmes are mobilised around those sectors of the "delinquent" population which are, in fact, in a clear statistical minority. Our definition of the problem and indicated service priorities is subject to a systematic perceptual distortion whereby a statistically minor aspect is perceived as its dominant aspect.

Accepting the fact that the great majority of "delinquents" are products of the urban, lower-class way of life impels the conclusion that the root causes of delinquency inhere in the conditions of that way of life—and that established patterns of conduct and standards of value of a substantial portion of our society are conducive to criminal behaviour. Acceptance of such a thesis is unpleasant and appears to many as discriminatory. Many of us avoid this unpleasantness by adopting the comforting assumption that most delinquents comprise a "sick," "deprived," or "under-privileged" minority within a large majority of healthy, gratified, and privileged individuals, and by further assuming that these "sick" or "deviant" individuals can be "detected," isolated, and subjected to "curative" procedures, based on established practice in treating the physically or mentally ill.

The foregoing—besides providing a pat procedural prescription—is also reinforced by the interests of the middle-class suburbanite. Even a small increase in criminal acts committed by the adolescent children of this group is attended by shocked indignation and is magnified out of proportion to its actual prevalence. Although no reliable evidence for substantial increases in "middle-class delinquency" is available, it is a rare suburbanite who will not insist that such an increase has in fact occurred, citing specific instances which have occurred in or near his home community.

If the major locus of adolescent crime lies in the urban, lower-class community, and if the majority of "delinquents" are not seriously "disturbed"—what can be done about the problem? Effective procedure evidently must involve a sophisticated and systematic

effort to bring about changes in the lower-class cultural milieu. This objective was cogently articulated in 1934 by the eminent psychiatrist, William Healy. "I am convinced," he wrote, "that any project for the prevention of delinquency will be confronted with the necessity for modification of the spirit or ideology of community life."

Modification of the cultural milieu obviously entails many difficulties. However, if delinquency were not inextricably embedded with fundamental social conditions, it would long since have yielded to the assiduous efforts of school, church, clinic, and correctional institution.

The execution of such a programme is *not* based on a patently unfeasible attempt to convert tough street-corner boys into well-behaved, hard-working, middle-class college aspirants; rather, it is predicated on an assumption of substantial support for law-abiding behaviour within the lower-class community.

It is possible to locate those elements within this cultural milieu, which buttress the maintenance of law-abiding behaviour, and through which the youngster can achieve a conviction of personal worth and a sense of life gratification without resorting to violation of established legal norms.

It is possible to design and execute specific action procedures—based on principles of behaviour change, articulated by psychiatric and cultural theory—which will enable the youngster to find and utilise these elements. But such programmes can be designed and executed only if we face up to the fact that the essential core of our delinquency problems inheres in a specific sector of our society and is deeply rooted in the established values and way of life of a substantial portion of our people.

ELEANOR PAVENSTEDT

Associate Professor of Psychiatry, Boston University School of Medicine
and

WALTER KAUPÉ

Assistant Clinical Psychiatrist, Boston City Hospital

Juvenile delinquency involves assaultive and destructive acts against people and property, sexual offences and acts against limits set up by the various social-community authorities. It is a community problem which has to be handled in the community.

Community representatives too often have reacted to delinquent acts, especially the very disturbing and violent acts, with moral indignation and sweeping demands for punitive and custodial measures. Such reaction obscures the knowledge we have, impedes further necessary research, and draws attention from formulating and implementing the more important, if less spectacular, long-range preventive measures which our present state of knowledge suggests.

Some of the adolescent offenders experience a sense of satisfaction from their aggressive acts. For some of the offenders there are elements of sport in the self-limiting delinquent acts. But when we work with unhappy young people who commit desperate acts to make them feel like somebody, we can quickly dismiss the idea of sport.

Moreover, psychiatrists do not consider the term "delinquent" synonymous with "sickness." Juvenile delinquency does not represent a diagnostic category to psychiatrists. It makes a difference if a particular

act—such as assault, truancy, or stealing—is performed by a young person who is unable to control his impulses generally, or by one who is in the throes of an acute situational stress, or by one who may be in the midst of an identity crisis in the period of adolescent turmoil. In each case the act would take on different meanings, would need to be understood individually, and would call for varying modes of handling.

We would want to understand the immediate psychosocial context in which the act occurs, to assess the assets and strengths of the individual and the current inner conflicts and forces operating within the individual in relation to significant events and people in the outside world. We would also want to find out about the home background in which the individual grew up to determine insofar as possible how and in what way the behaviour resulted from his past.

We would be concerned about the serious, detrimental effects of social and emotional deprivation in the proceeding developmental stages of the individual's growth, during which time the crucial early *anlage* for impulse control, the ability to trust and to relate to others, and the template for a later integrated and coherent self-identity are laid down. The group of children who become wards of the state early in life especially deserve more help and opportunity in growing up than the community provides.

The psychiatrist who is interested in juvenile delinquency and who wants to apply his knowledge of psychodynamic processes and personality development will want to share what he knows with the contributions of other professional groups. If he wants to work with predelinquents and wants to add to what we know about them, he will do best by going to the community institutions such as courts, schools, and neighbourhood centres. Young people, when they are predelinquent and, subsequently, when and if they become involved in the courts because of delinquent acts, are seldom seen in the usual psychiatric treatment centres.

Often treatment outside the framework of the school or court system is not possible. The need for immediate psychiatric evaluation and recommendation for specific, constructive handling of the young person at the time of his acts has led to the establishment of psychiatric clinics within the setting of the probation office. Such clinics furnish consultation services to the court and probation office and evaluate and treat young offenders in the community. We are aware that there are offenders with whom we cannot do very much—offenders who need external controls. We are also aware of a tremendous lack of residential centres for these adolescents.

The implications for continued action-research in methods of treatment and for increased understanding of the bio-psychosocial etiology of delinquent acts are self evident. We need to foster collaborative investigation for long-range preventive community programmes, utilising much more fully than at present the knowledge of professional groups—psychiatrists, psychoanalysts, sociologists, social anthropologists, and educators.

ALVIN D. ZALINGER

Assistant Professor of Sociology, Boston University, College of Liberal Arts and Graduate School

One of the first requirements of serious approach to the problem of juvenile delinquency is a respecification of the concept itself. In general, the term "juvenile delinquency" is used as a catch-all for a great variety of crimes and misdemeanours committed by young people. Acts as diverse as murder and truancy are frequently subsumed under the same delinquency label. Although there is some logical justification for the broad use of the term, there is danger that many important distinctions and significantly different types of behaviour will be obscured.

Juvenile delinquency is not one type of behaviour, but rather a range of many different types of behaviour. Moreover, there are many different types of delinquents and many different kinds of motivation underlying their behaviour. Within a single delinquent gang, there are undoubtedly individuals who could properly be labelled as seriously ill psychopaths, as well as others whose participation in the gang is motivated by a desire to conform to the expectations of their peers in a neighbourhood in which few alternatives exist.

Interviews with gang members recently reported in the press revealed how many of them do not like to "rumble" and see no sense in this activity. At the same time, these youngsters see no way out, for there are no meaningful alternatives in their specific situations.

That the psychotic and the bewildered child cannot effectively be treated by the same procedures seems obvious, yet our law enforcement agencies and our reform schools frequently see no difference.

With respect to "causes" there are no simple answers, but there are some things we know. The sources of delinquent behaviour are to be found in the social environment rather than in genetic or constitutional factors. While there are undoubtedly innate individual differences between people, these hereditary differences do not determine either delinquency or non-delinquency. In popular parlance, delinquents are made, not born.

The overwhelming majority of juvenile delinquents (of all types) come from the lower socio-economic strata, residing in our urban slums. To be sure, some delinquents are to be found in the "better homes" of middle-class neighbourhoods, but these youngsters constitute a small proportion of the total. Although we no longer accept "poverty" as a single and direct cause of delinquency, the class distribution of the problem indicates that there are conditions of life in depressed areas which are specifically conducive to delinquency. We are not saying that the majority of children living in our urban slums become delinquents; most do not. What we are saying, however, is that youngsters in these areas are more exposed to delinquency-producing situations than are their peers from more fortunate homes.

At the same time, the fact that large numbers of exposed youngsters do not become delinquents, suggests that slum conditions, though important, are not in themselves necessary and sufficient causal factors. We are left with the problem of determining why some of the exposed juveniles get the "bug" and why others do not.

Although research findings are not definitive, most of the evidence points to inadequate family relations as the most crucial causal factor. These findings are not, of course, incompatible with our remarks about socio-economic factors, for it is precisely in our urban slums that we find the highest rate of broken homes and the highest proportion of "psychologically" disrupted families.

In broken and disrupted homes the child frequently finds neither genuine love and guidance, nor adults worthy of respect and emulation. In such homes the basis for respect, for legitimate adult authority, and for socially approved standards of behaviour is not encouraged. Moreover, in the "blackboard jungle" type of school, characteristic of our urban slums, it is doubtful if the harassed and defensive teachers can fill the void.

What can be done? Obviously, there are no simple panaceas. Juvenile delinquency must be regarded as a symptom of both social and individual illness. Therapeutic measures must be based on scientific knowledge and must be aimed at both social and individual reconstruction.

*. To be concluded in our October number, when we shall give the views of Rose A. Godbout, David M. White, Robert Chin, William C. Kvaraceus, professors of different departments, Boston University, and Jennie Loitman Barron, Boston University alumna and Massachusetts Superior Court Judge.

Broadcasts for Technical Students

As a result of the Government's White Paper, "Better Opportunities in Technical Education," technical colleges and colleges of further education throughout the country are developing new General Courses for intending technicians and the BBC plans to explore how both sound and television broadcasting can assist this important new development in the country's educational provision.

As from this month, subject to any recommendations of the Pilkington Committee and subsequent governmental decisions thereon, the BBC will provide broadcasts to supplement and enrich the General Course in Engineering. In the first instance there will be one series of television programmes running throughout the academic year to supplement the examination syllabus in Engineering Science which has already been published, as well as a series of sound programmes to supplement the work which these students will be doing in English and general studies.

These programmes, which are intended to be seen and heard by students as a part of their day-time studies at the colleges, are being sponsored by the School Broadcasting Council which has set up a Working Party to guide this new development. The chairman is Major General C. Lloyd, C.B., C.B.E., director of the City and Guilds of London Institute, and the other members are Sir William Alexander, secretary of the Association of Education Committees, Chief Inspector Mr. C. R. English of the Ministry of Education, Dr. D. P. Evans, principal of the Glamorgan College of Technology and Dr. F. Lincoln Ralphs, Chief Education Officer for Norfolk.

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Expansion in Education

Ministry Reports Progress

"Whether the yardstick is the number of children in school, the number of serving teachers, the total of building work in progress, or the growth in technical education, the record of expansion is there to see," states the Ministry of Education Annual Report for 1960*.

1960 saw the introduction of a major reform in the training of teachers. The three-year course in general training colleges began in September. Side by side with this development has been the programme for the massive expansion of the colleges themselves. The report contains a special survey of this programme which will double the capacity of the colleges and "is roughly equal in terms of places to the provision of eight new universities."

By the summer of 1960 the Government had authorised the building of 24,000 additional training college places in three phases of 12,000, 4,000 and 8,000.

In the expansion programme great emphasis has been placed on the size of colleges. Hitherto, most training colleges have been small units with a training capacity of 200 or less. Current plans call for a complete change in outlook.

More than 60 per cent. of future students will be trained in colleges accommodating between 400 and 500 students. Some will be larger still; in London and Liverpool areas, and at Coventry, Loughborough, Leeds, Sheffield, Exeter and Bangor there will be colleges holding over 500 students. Goldsmiths College, in London, is being expanded to take over 1,000 students. By the end of the year seven completely new colleges had been planned† of which four will have 400 or more students.

The expansion programme should also bring other benefits. Ample provision will be made in the new and expanded colleges for amenities such as libraries, small tutorial rooms, common rooms and — perhaps most important of all — privacy.

Another important facet of the programme has been the need for training specialist teachers for the secondary schools, especially in the practical subjects of physical education, housecraft and handicrafts. The expansion programme made it possible for a number of selected general training colleges to establish large, well-equipped departments in these subjects. Over 2,000 places have been provided for specialists in physical education and 1,700 for handicraft specialists.

Plans have also been made to enlarge substantially and to re-equip existing science departments in a number of selected training colleges, where work at an

advanced level could be carried out. Some 940 such specialist places have been provided, and these will make an invaluable contribution to the supply of science teachers.

Increasing efforts have been made to accommodate more day students and during 1960 a series of wholly day colleges was planned with the needs of older students particularly in mind. These students bring to teaching maturity and experience from other walks of life and are of great value to the profession. Large centres of population were chosen for sites, so that access would be easy by road or rail. By the end of the year preparations were complete for the opening early in 1961 of a permanent day college at Brentwood, Essex, and of other colleges in improvised premises at Chorley, Lancashire, and Swinton, in the West Riding of Yorkshire. Plans were also well advanced for the opening in September of this year of further day colleges in London, Wolverhampton and Newcastle upon Tyne.

Teacher Force

The intake of students—other than graduates—into teacher training colleges was again a record at 17,500. The number of graduates in science and mathematics who entered university departments of education for professional training was 974, against the previous year's 783.

The estimated number of full-time teachers employed in maintained schools (other than nursery and special schools) at 1st January, 1961, was 274,400 compared with 269,290 in 1960 and 246,800 in 1956. The number of men teachers since 1956 has increased far more quickly than the number of women teachers: a reversal of the position before then. The present wastage rate of women teachers is nearly three times that of men teachers and the indications are that this high rate of wastage increased slightly during 1960.

Primary and Secondary Schooling

At the beginning of 1960 there were over 6,920,000 children in maintained schools in England and Wales, about 20,000 more than the previous year. Within that total there were significant changes in the age ranges. For the first time since 1953 the number of infants rose — by nearly 16,000 — and there was a welcome increase of about 50,000 in the number of pupils aged 15 or more still at school. The trend is shown clearly by the rise in the number of pupils in maintained schools at the ages of 15, 16 and 17, which has gone up by roughly 50 per cent. between 1956 and 1960.

Four hundred and fifteen new schools were occupied last year. These, together with extensions to existing premises, provided nearly 217,000 new places, roughly one-third in primary schools and about two-thirds in secondary.

The percentage of primary school children in classes of over 40 again showed a decrease, from the 1959 figure of 24.2 to 21.7. The percentage of seniors in

* "Education in 1960." Cmnd. No. 1439, obtained from H.M. Stationery Office, price 15s. 6d.

† The number of new colleges planned is now nine. All but one of these will have 400 or more students.

over-size classes was also smaller—62.9 compared with 64.2 a year earlier.

The report refers to some remarkable successes which have recently been achieved by pupils from secondary modern schools, which are "rebutting the charge that their pupils are dogged from the start by a sense of failure. Examples of their success abound."

More and more secondary modern schools are offering extended courses leading to the General Certificate of Education and further education of various kinds, including degree courses at universities. One grammar school in the south of England now annually takes into its sixth form upwards of 20 pupils from neighbouring modern schools; many of these go on to training colleges and universities.

An instance is given of a girl who went to a secondary modern school at 11, passed the G.C.E. in five subjects at Ordinary level, transferred to a grammar school and subsequently to a training college, and is now teaching. Another typical case, says the report, is that of the boy of eleven "who was well below the borderline for grammar school selection, and showed little sign of development until nearly 14. He eventually secured six Ordinary level passes, transferred to a grammar school, went to a training college, and is hoping to take a degree."

The effect of these successes is cumulative, says the report. "It is clear that, instead of children having a once-for-all opportunity at 11, the teachers in our system of secondary education are discovering ways of providing continuous opportunities for all the pupils during the whole of their school lives."

Independent Schools

At the end of the year the Register of Independent Schools established under part III of the 1944 Act contained the names of 2,577 schools, apart from those already listed and recognised as efficient. Only 81 schools remained provisionally registered, of which total 35 had come into existence during the year. Eight more notices of complaint were served and the Minister made six orders under the appropriate section of the Act, striking three schools off the register and disqualifying three teachers from teaching in any school.

Further Education

The five-year technical college expansion programme made good progress. By the end of the year the total value of building projects completed was £27 million and it was expected that by the end of the five years at March 31st, 1961, the full £70 million of building work planned would have been started.

In the academic year 1959-60 some 94,000 students were taking advanced courses in establishments of further education, roughly three-quarters of them as part-time students and the remainder on full-time and sandwich courses. Since the White Paper on Technical Education in 1956, students in sandwich courses at all levels have increased fourfold to a total of about 10,000. Of these students over 8,000 were studying science and technology at Advanced levels.

The number of students enrolled for the Diploma in Technology in the 1960-61 session rose by 1,200 to a total of 5,000. At the end of 1960 students who had been awarded the Diploma numbered 344.

The number of colleges of advanced technology rose to nine with the designation of the Bristol College of

Technology last September. The total number of their students attending full-time and sandwich courses in 1959-60 was over 9,000. In accordance with present plans for development this number is expected to rise to some 14,000, and the desirability of further expansion was being considered during the year.

One of the developments hoped for as a result of the White Paper ("Better Opportunities in Technical Education") issued last January is a substantial increase in the number of young workers given day release facilities. The proportion so released, in the 15 to 17 age groups showed an appreciable rise for the first time in the last five years.

The number of full-time teachers in establishments of further education rose by the record number of 2,095 to a total of 19,213, and the number of mathematics and science graduates increased by 370.

Special Schools

Since 1945 the number of special schools has increased by 55 per cent., the number of pupils in them by 71 per cent. and the number of full-time teachers by 121 per cent. During last year alone 26 new special schools came into use.

The number of children awaiting places in special schools declined by a little over 500 to a total of 15,300. Of this total, 11,900 were educationally subnormal and 900 maladjusted. The report says that for categories other than these two, the total number of places is regarded as adequate; the children on the waiting lists are usually there for only a short time.

For the first time it became possible for non-teaching staff already working, or intending to work, in boarding schools and homes for any category of handicapped pupil to receive special training. Under arrangements made by the Central Training Council in Child Care, which had been reconstituted to cover the educational field, two one-year courses and refresher courses became available for house-staff during 1960.

Youth and Adult Services

The Albemarle Report on the Youth Service was published in February, 1960. On the day of its publication the Minister of Education accepted its main recommendation. By the end of the year substantial progress had been made in carrying most of them out. A Youth Service Development Council was set up; building programmes of £3 million for 1960-62 and of £4 million for 1962-63 were announced; a National College for the Training of Youth Leaders was established and grants amounting to about £200,000 made to national voluntary youth organisations. Local capital grants totalling £420,000 were also offered.

Building

The value of work done and projects completed was less than the two previous years, and reflected the lower level of work started in those years, but the value of projects both started and under construction in 1960 showed an increase.

For the first time for five years the cost limits for educational building were raised.

British school building was represented at the 12th Milan Triennale, the international design exhibition, by a typical primary school designed in the C.L.A.S.P. system of construction. The school won universal acclaim and was awarded the distinction of the *gran premio con menzione speciale*.

Awards To Students

The main recommendations of the Anderson Report aroused the expected controversy, says the report. By the end of 1960, however, the Government had announced a relaxation—costing £10 million a year—by way of radical revision in the means tests for awards to students, and accepted a number of other recommendations made by the Anderson Committee.

In addition to reducing parental contributions it was decided that awards would be available automatically to students admitted to first degree courses at universities who had two G.C.E. passes at Advanced level. State scholarships, apart from Mature State scholarships, would be discontinued after 1962.

The number of students entering universities with help from public funds rose by over 1,600 to 21,500, out of a total of about 23,000 United Kingdom students. There were considerable increases in the number of new major awards made by local education authorities both to students at universities and for full-time courses at technical colleges, where numbers rose by 18 per cent. to 9,000.

Overseas

The National Council for the Supply of Teachers Overseas was set up during the year as part of a drive, following the Commonwealth Education Conference, to stimulate the recruitment of U.K. teachers for service overseas. One of the Council's tasks is to promote a climate of opinion in which periods of service overseas are recognised as an asset in a teaching career.

WALES

The number of children in school rose by only 900 during the year, to a total of about 443,000. Since the war, the amount of school accommodation provided has exceeded the rise in school population generally and as a result educational building has not only kept pace with the annual intake, but enabled conditions in many of the older schools to be improved.

Finance

Expenditure by local education authorities during the fiscal year ending in March, excluding meals and milk, amounted to £597 million, compared with £536 million the previous year.

Statistics

As a result of the review of the collection, analysis and presentation of statistics on the education service, a number of changes in content and in presentation have been made in the current report. The tables analysing the G.C.E. achievements of a 10 per cent. sample of leavers aged 17 and over from grant-aided schools have been revised and include additional material on combinations of mathematics and science subjects taken at "A" level.

New tables included give statistics on G.C.E. examinations, the Diploma in Technology, further education and teacher training. During the coming winter the report says it is proposed "to make an innovation of a more substantial kind and to issue the first of a series of special statistical reports separate from the statutory annual report of the department. By this means a number of important statistics will be published up to six months earlier than has previously been possible." The special reports will contain material not previously included in the annual report.

Britain Catches Up in Modern Language Teaching

An important advance in this country's language teaching techniques was revealed at this year's Annual Audio-Visual Aids Conference, in London. During a session on "New Approaches to Language Teaching," Miss Sculthorpe of Ealing Technical College, described in detail the Language Laboratory recently installed in her college.

Language Laboratories of varying degrees of complexity have been developed in America, France and Russia over the past two or three years, and practical experience in those countries has proved that their use results in a considerable speeding up of the learning process. It has now been shown that Britain no longer lags behind in this field. The Language Laboratory installed at Ealing Technical College was developed by the Educational Foundation for Visual Aids Ltd., after extensive research and a close study of experiments and results in other countries. This has enabled them to produce equipment of the most advanced design. Based on the renowned British Ferrograph tape deck, the E.F.V.A. Language Laboratory is a complete and permanent unit, which sets out to combine reliability and simplicity of operation with a high standard of sound reproduction.

The Language Laboratory can be used in several ways. Its major use could be in conjunction with a complete language course consisting of magnetic tape recordings and projected pictures. The dialogue is recorded by two or three native voices and each phrase or phonetic group is illustrated by film stills which are projected in synchronism with the recorded tape. The students sit in sound-insulated booths where they can see the illustrations and through earphones hear the recorded sound track. Between each phrase there is a pause for the students to repeat the phrase and this is recorded. On play-back the student can correct his pronunciation against that of the native speaker. As the course progresses, question and answer techniques are introduced as well as special exercises, drill patterns and test. At all stages the lesson is under the control of the teacher who, at his console, listens to the students one after another, correcting faults and giving instructions. The Language Laboratory can also provide students with unique facilities for purely verbal practice and repetition without visual illustrations.

In this way the Language Laboratory makes available to each student a source of information about the spoken language, much as a textbook does about the written language. It also enables each student to participate *actively* throughout the entire lesson period.

As a Language Laboratory is subjected to very heavy use—it is common for the equipment to be run at full capacity for some eight or nine hours per day during term—high quality robust equipment has been chosen, which will stand up to heavy wear and tear.

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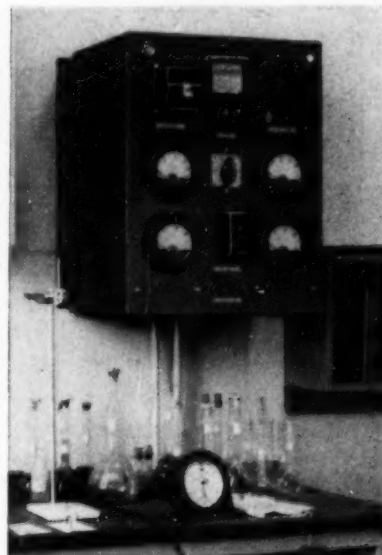
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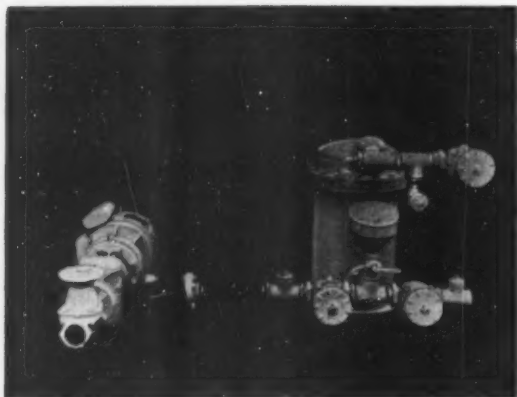
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Royal Schools of Music

The seventy-second annual meeting of the Associated Board of the Royal Schools of Music (Royal Academy of Music, Royal College of Music, Royal Manchester College of Music and Royal Scottish Academy of Music), held in London, was attended by some 250 examiners and honorary representatives from local centres, with Sir Thomas Armstrong in the chair.

In submitting the report for the year 1960, Sir Thomas observed that the Board had been under criticism for some time past for its alleged lack of enterprise in introducing music in a contemporary idiom into its syllabuses. The Board was always grateful for fair criticism and was prepared to listen to the arguments of those critics who were sufficiently well informed to judge the peculiar difficulties of the selection of music for a graded syllabus. It was introducing as much modern music as was practicable, if a balance was to be kept in the training of children between the modern and the classical idioms, and he hoped that the syllabus for 1962 would be found as useful and as instructive, both to teachers and their pupils, as previous editions had proved. He regretted that more teachers were not entering their candidates for General Musicianship examinations, which the Board believed to be valuable in the training of children.

The Diploma L.R.S.M. had been conferred on 182 candidates out of 446 who had entered at various centres overseas (including Eire). The gross total of entries in all grades and subjects at home and overseas in 1960 was 161,224.

Electronic Courses for Technical College Teachers

International Computers and Tabulators Limited make a useful contribution to technical education in Great Britain and overseas. Some six and a half thousand people pass through the Company's training establishments each year. I.C.T.'s Lecturing Department during the past nine months have given over six hundred lectures on various aspects of electro-mechanical and electronic data processing to an aggregate audience of nearly 19,000.

The latest highly successful additions to these activities were two residential training courses, just concluded, for teachers and lecturers from technical colleges. The first of these, a computer appreciation course lasting one week, was held at Bradenham Manor, High Wycombe and the second, which was devoted to electro-mechanical punched card applications and techniques, occupied a fortnight at the I.C.T. Training Establishment, Moor Hall, Cookham.

Nine technical college masters attended the first course and there were eleven at the second. Representatives from technical colleges in London were joined by others from places as far apart as Aberdeen, Stockport, Leeds, Wolverhampton, Nottingham and Bristol.

We have received from Northern Handicrafts Ltd., a copy of their new 72-page catalogue of handicraft supplies. All types of handicrafts are catered for and copies of the catalogue are available to instructors from the company at Perseverance Mill, Padiham, Lancs.

THIRTY-THREE YEARS AT THE HELM

BY C. LEO BERRY, M.A.

Until May of this year Director of Education for Wakefield



IT was in September, 1928, that I left the County Education Office at Warwick to be Director of Education for the Borough of Todmorden. I made the great change from a rural midland county to an industrial northern town in the belief that Todmorden would offer in miniature something of everything. Experience there would, I thought, be valuable to me. Todmorden, in those pre-Butler days, was a Part III Authority. The Borough Council exercised full powers in "elementary" education, but was responsible to the County Council in matters relating to Grammar School and Technical Education. It was a fact, however, that all the provision for higher and further education in the borough had been made not by the County but by the Borough Council. The co-educational Secondary School (since renamed Grammar School), the Technical Institute and the Fieldon School of Art, were provided and controlled by the Part III Authority, the Borough Council being recognised by the Board of Education as the "Responsible Body." The Director of Education was *ex officio* Clerk to the Governors of these institutions. The borough thus reproduced, as far as possible, on a very small scale, the main features of a county borough of those days. The Education Committee threatened more than once to march to the County Hall in protest against some supposedly unreasonable action by the County Authority. This was, however, very much a matter of form. In fact, relations between that important body and its remote satellite were really cordial. The West Riding Education Authority was, even as it is to-day, most fair, friendly and enlightened. It went as far as any County Council could do in its delegation of "Part II" powers to the Municipal Borough.

Todmorden lies some 25 miles west of the county town of Wakefield, on the extreme edge of the West Riding. Its situation, both geographical and administrative, interested me. The borough is bordered on most of three sides by Lancashire. Until the town was given the status of a municipal borough the county boundary ran clean through the Town Hall! This was apparently a source of pride to the inhabitants. On the pediment above the classical front of the Town Hall are carved figures portraying local industry. Right in the centre a vertical line is drawn. On one side is carved the word *Lancashire* and on the other side

Yorkshire. On May 13th, 1896, Queen Victoria signed the Charter of Incorporation for the newly created Municipal Borough of Todmorden. At the same time, as a matter of administrative necessity, the county boundary was so altered as to place the whole of the new borough in the West Riding of Yorkshire. I found, however, that the people of Todmorden had long memories and were slow to accept changes. When I left in 1934 the old boundary alone was still recognised by many local people. The fact that it had ceased to be, some 38 years ago, meant nothing. They were in Lancashire or Yorkshire according to whether they lived east or west of the pre-1896 line. The Post Office unwittingly helped to perpetuate the error by insisting that the correct postal address was "Todmorden, Lancs." The reason for this, I believe, was that letters came to Todmorden *via* the Lancashire town of Rochdale. Another event of even greater importance to me happened on that same day 65 years ago. On May 13th, 1896, unknown to Queen Victoria, twin boys were born to the wife of a Staffordshire schoolmaster, of whom I was one.

The Borough of Todmorden covered some 20 square miles. Population was concentrated in the three valleys — *tria juncta in uno* — which resembled in pattern the three legs of the Manx national badge. There were one or two small rural schools serving hill-top hamlets, but all other schools were in the valleys. It was possible for the Director of Education to know personally most of his teachers and to know well every school. I soon found that the teachers were zealous and devoted. I saw steady progress during my six years. In one important matter no change could be made. As I have said, the people had long memories. They also had convictions and even prejudices. The Education Act, 1902, has not been willingly accepted by the local nonconformists and their passive resistance was not forgotten. The old School Board had been strongly anti-Church. Its regulations made no provision for religious teaching in schools. Even the worship at morning assembly was carefully restricted to the hymn "Awake, my soul," the Lord's Prayer and a Bible reading "without note or comment." This regulation was continued when the Borough Council became the Local Education Authority in 1902. Even so, the Board of Education in a return some six years later

included Todmorden among those authorities which provided religious instruction in their schools. Since the Education Act, 1944, all that has been altered. The only other matter that troubled me was the physical education. I could see no value in exercises and activities in fine weather and in the open air if the children wore all their indoor clothes and sometimes even an extra garment and a muffler. When eventually an advance was made and some garments were cautiously shed I had to deal with protesting parents. They spent much time on the other side of the school railings and, of course, they were as cold as they were inactive. They did not realise that their children were not lookers on but vigorous and active doers, as warm as they were cold. I was able to get an organiser appointed who was of great assistance in raising the standard of physical education. Visitors came to us from quite far afield to see the work of some of our schools, particularly with the senior pupils.

Another example of the tenacious memory of the people referred back to the creation of School Boards in 1871. The areas of School Boards did not always coincide with the catchment areas of schools. A policy of give and take was necessary and usually agreement was reached regarding extra-district children. So it was at Todmorden in all areas except one, where children attended a Todmorden school from just over the boundary and the School Board concerned refused to acknowledge responsibility. In the years that followed, the dispute continued and many letters were written by both parties. When in 1903 School Boards gave place to Local Education Authorities the dispute was inherited by the West Riding County Council and the Todmorden Borough Council. It never died nor, at any rate in my time, was it solved. It became a cherished tradition and even I was instructed to write certain strong letters to County Hall and thus add to the enormous files there and at my office, too.

Fifteen years have now passed since Part III Authorities were abolished. No doubt this was necessary, but there were losses as well as gains in the new set-up. In Lancashire and Yorkshire Part III Authorities were so thick upon the ground that in each county there were Associations of Part III Education Authorities. The Yorkshire Association brought together members and officers every three months for meetings which were of very great interest and value to us. The Part III representatives were also most vigorous, lively and challenging at the annual general meetings of the Association of Education Committees. They had helped to form the Association. Those who can recall the pre-1944 meetings will agree that the A.E.C. conferences are much tamer now than they were then.

I shall always remember with respect and gratitude the high standard of public service, of rectitude and integrity which characterised the Borough Council. The members were sincere and direct in all things. They took no credit for their devoted service and sought only the common good. The late Alderman Wilson Greenwood was my Chairman from my arrival to my departure. He was an ideal chairman and a fine

Christian gentleman. He was a man of firm convictions, real strength of character, kindness and innate courtesy which endeared him to all. His conduct of a meeting was a lesson in the art of chairmanship. I recall with a smile occasions when an erring parent was brought before a sub-committee in order, if possible, to avoid a prosecution. Alderman Greenwood was an effective and cultured speaker, but he knew also when not to use the King's English. He would address a parent freely and fluently in the local dialect, thus establishing confidence and understanding. Sometimes even the man's by-name would be used. Todmorden was still somewhat a world of its own and there were not enough original surnames to be really distinctive.

In 1934 Mr. Stanley Moffett, M.C., left Wakefield for Middlesbrough. I had been attracted already by what I had seen of Wakefield. I therefore applied for the vacant post and was, in due course, short-listed. The interview was a good one and I had nothing to complain of when Mr. F. E. Harrison, M.C., was appointed from the Borough of Brighouse. Part III Authorities at that time supplied many of the Directors of Education for the larger county boroughs. When some three years later Mr. Harrison was appointed to Blackpool I applied again and once more I was short-listed and interviewed. This time I was successful. I took up duties as Director of Education for the City of Wakefield in September, 1934, and as such I served until my retirement in May last, a period of 26 years 8 months. From the date of my first interview until four years or so before my retirement the same member of the City Council was either Chairman or Deputy Chairman of the Education Committee, more often the former. This had all the advantages of continuity of office, but it had disadvantages, too. The same Chairman eventually outlived all other members of the Committee. With the passing of the years he became in effect a party of one. He was warm-hearted and unselfishly devoted to the people and their welfare as he understood it. In his eighties he was as alert, mentally and physically, as a young man; more so, indeed, than many young men. Many important advances were made in spite of the Chairman's disagreement with his Committee's policy. I think particularly of the appointment of Organisers of Physical Education, the creation of an L.E.A. Youth Service with its own Officer and Committee, the establishment of a properly staffed Child Guidance Service, with its own premises and accommodation also for remedial teaching, the provision of a Day Special School for Educationally Sub-normal Children.

Over 30 years ago the Education Department had to leave its quarters in the Town Hall. Temporary accommodation was found across the back street behind the Town Hall. It was woefully inadequate and quite unworthy of the city or, indeed, of any local authority. That did not seem to matter much at the time. After all, was not the accommodation only temporary? It still is temporary, now in 1961! To that office in King Street came all kinds of callers. I recall an elderly lady who called from time to time regarding children in the institution of which she was

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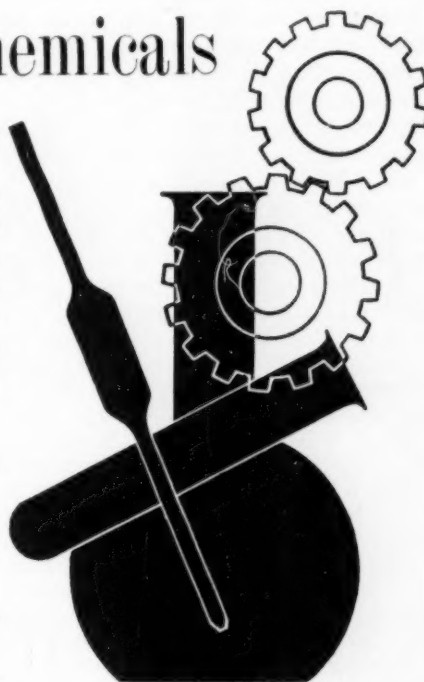
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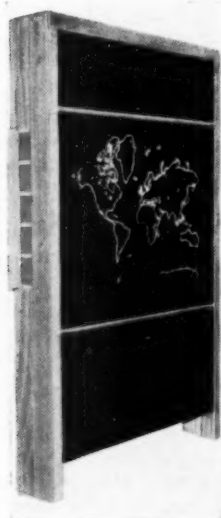


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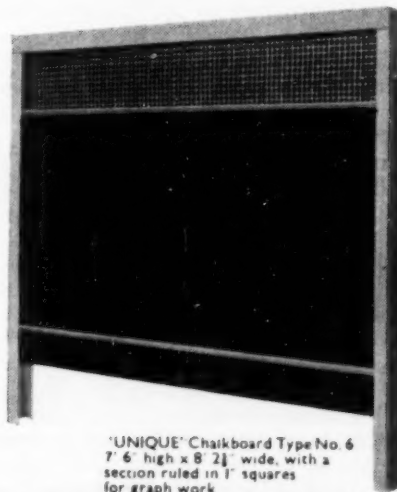
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secretary. She was very deaf indeed and carried with her a large ear trumpet. Unfortunately, her *modus operandi* defeated the purpose of that impressive instrument. When she spoke to me she held it to her ear, but when I spoke to her she put the trumpet down on my desk! The most interesting and stimulating times were often away from my office. I greatly enjoyed and benefited by the meetings of the Yorkshire Association of Education Officers, which I had helped to found and of which I was for some ten years the secretary. After the passing of the Education Act, 1944, the Yorkshire Association of Education Committees was founded. Each county and county borough sent its chairman, deputy chairman and chief education officer. Meetings were, and are, held every three months, the Association being the guests of a different member authority each time. The hosts are generous in their luncheon and other hospitality. The freedom with which current problems can be discussed in a small body makes such meetings quite invaluable.

It may be asked, indeed, I might ask myself, why did I stay nearly 27 years in office at Wakefield instead of moving on after three or four years. I did, in fact, begin to follow my predecessors' example with results that would have encouraged me had I continued my efforts. I remember three applications, each leading to the short list and interview. In one case the six selected applicants were interviewed by the Education Committee, who eliminated three. I was one of the more fortunate three who were to be interviewed a week or ten days later by the full Council. Someone thoughtfully sent me a copy of the local newspaper, with its account of the Education Committee's action. One of the headings of the report (I will call him Mr. Blank) was "Mr. Blank the favourite." I certainly wondered, after reading that paper, whether the second interview was really necessary. I duly attended. The interview was well conducted and Mr. Blank was appointed. Then there was an interview in an historic and beautiful country town for a county directorship. I frankly envied my successful rival and wondered how he could leave that county as quickly as he did. The third was also a county directorship, but in Wales. I was frankly quite surprised at being selected as I quite expected the Authority to give preference to Welshmen and Welsh speakers, too. I was surprised to find that two of the six were Englishmen. I found a queue of people waiting for admission to the County Hall, which puzzled me. I was, however, not puzzled but amazed to find that the interviews were taking place in an open meeting. The public gallery was thronged and a good, or a popular, answer was greeted with applause. The interview concluded with a question in Welsh, given in writing to the candidate. I had lived for years in South Wales, but my knowledge of the language was limited to a few odd words and phrases. I felt that I had no chance at all. The post was bound to go to a Welsh-speaking Welshman, and there were four excellent men thus qualified. To my amazement the only other Englishman was the successful candidate. The war was upon me before I could

make further applications and thereafter I could answer the question "Why have I stayed?" with another "Why should I not stay?" My roots went ever deeper into the rich soil of Wakefield, educational, social and religious. Friends and interests multiplied and so my motto became "J'y suis, j'y reste."

Status of Youth Leaders

The qualifications required to become a "qualified youth leader" for the purpose of the new salary scales and conditions of service have now been announced.

A Ministry memorandum to local education authorities and certain voluntary organisations says that full-time paid youth leaders must satisfy one of these conditions:

1. Satisfactory completion of a course of training for full-time youth leadership held at or sponsored by:

National College for the Training of Youth Leaders, Leicester;

Westhill Training College, Birmingham;

University College, Swansea;

National Association of Boys' Clubs, in co-operation with the Extra Mural Department of the University of Liverpool;

National Council of Y.M.C.A.s—Residential Training Course organised by the Officers Training and Nomination Committee of the National Council.

2. Satisfy the requirements of the Minister of Education as a qualified teacher.

3. Hold a university diploma or degree in Social Science.

4. Satisfactory completion of five years' service, by or before August 1st, 1963, as a full-time youth leader in the employment of a local education authority or a national voluntary youth organisation receiving Ministry grant.

Where a full-time paid youth leader cannot satisfy any of these conditions the Minister would be prepared to consider, with the Joint Negotiating Committee, whether in individual cases, a combination of training and experience will enable him to recognise the youth leader as qualified. Local education authorities and voluntary organisations are asked to send details of such cases to the Ministry of Education by September 30th.

For those remaining full-time youth leaders who cannot be recognised under any of these procedures and are in post on August 30th, the Minister will consider with the Joint Negotiating Committee what additional training they will need so that they can be recognised as qualified youth leaders.

The Minister considers that newly qualified youth leaders, other than those who come to youth leadership after passing their probation as serving teachers, should be on probation for the first year of their service.

The proposed salary scale for qualified youth leaders runs from £680, by eight increments of £35 and one of £40, to £1,000. On top of this there may be an addition of £100 a year for higher qualifications and payments for posts of greater responsibility of £100 to £350. Unqualified youth leaders will start at £500 and rise by £30 increments to £680.

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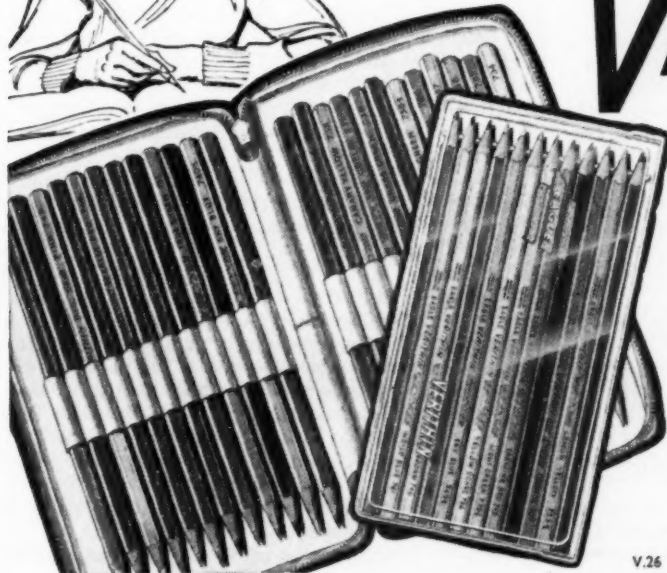
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Administrator Discusses

NATIONAL PLANNING

Everyone agrees that all is not well with the British economy. Since the war there have been periods of booms followed by crisis. All departments of our national life are affected, and it has been impossible for anyone, either in the public or the private sectors, to plan too far ahead.

There are indications that the Chancellor is considering setting up a planning committee, representative of the major services of this country, in an attempt to get our economy on to a smooth course of steady advance. If one may judge from newspaper reports, the details are now being worked out. It is unlikely that the word "planning" will be used, because to many Conservatives the word "planning" has an ugly sound. Nevertheless, it is plain commonsense that some kind of national aim and objective should be given. Anything would be preferable to the sudden starts and stops in which we have been living since the war.

Of course any system of planning implies restraint, and sometimes veto. Already there are signs that the Government intends to take a stronger line in the conduct of economic affairs. In his dealings with the civil service the Chancellor has made it clear that he is not prepared to accept pay and salary recommendations which, in his opinion, are against the national interest. Much of the present trouble between teachers and the central government arises from the direct intervention of the Minister of Education in the Burnham Committee deliberations. The Minister had the right to turn down the Burnham Committee's recommendations which were estimated to cost over £47 million. What is new, however, is his statement that the award should not exceed £42 million. This is novel enough, but what is positively startling to the members of the Burnham Committee was his suggestion as to how the money should be allocated among the different classes of teachers. The T.U.C. has always advocated a planned economy, but some of them are now beginning to realise that this will seriously interfere with the right of every union to negotiate its own wage structure.

In this country matters are rarely taken at a first jump to their logical conclusion. Nevertheless, the logical conclusion of all this is inescapable: it would lead to a national wages and salaries policy.

Obviously, national planning could not stop short at wages and salaries only. The use of materials and of human beings must be taken into the reckoning. Also there is the matter of prices which inevitably affects dividends. In his last budget the Chancellor introduced what was literally a poll tax. At the moment this is in abeyance. One can, however, see how a tax of this kind could be part and parcel of a planned economy. Skill is a scarce commodity and in order to advance production it is essential that every skill should be properly used. Similarly with materials it is quite ridiculous that luxury buildings should be

permitted at a time when essential building is so much required. The irony is that luxury building is a better-paying proposition to builders than essential buildings, and particularly buildings necessary for public bodies. A man who is devising a building for "Bingo" is prepared to spend money on overtime and special rates because he knows of the immediate profits which will accrue to him as soon as the building is ready. A local authority building a school can offer no such inducements.

Parallel with Local Administration

On dividends it is more difficult to be precise. A wages policy need not produce the same wages for everybody; a dividend policy does not imply a uniformity of dividend. However, capital gains, especially those associated with property speculation, are a blot upon our economic life. The Chancellor has made a beginning, although very hesitantly, but more is promised. It is strange that in a great industrial and capitalist country like America, capital gains are taxed. It seems likely that we shall shortly follow the American practice or something like it. Some people have declared that it is impossible for any group of people to regulate the economic life of a country. It is not easy, but it is not impossible. During the war we were the most stringently directed among all the combatant nations. It comes sometimes as a shock when one is discussing the war with Germans, for instance to find that labour was not directed in anything like the way that it was directed here. It is therefore idle to deny that the country could not discover enough able people to map out our economy; it is also wrong to believe that the people as a whole would not stand for some measure of direction. If the aims and objectives and the means to the realisation were clearly set out, the people would willingly accept some measure of control.

There is every difference in the world between governing the affairs of a country and governing the affairs of a local authority. Lloyd George dismissed Neville Chamberlain as a mere "Town Clerk of Birmingham." Yet the practice of local authority administration as carried on before the war has some relevance to any national planning scheme which is propounded. Those who were in administration before the war will remember how one of the aims was to extend the scope of the system without raising the rates. Every year, new houses, new buildings and new factories came into being. Because of these new buildings the product of a 1d. rate increased every year. If the cost of an educational service was of the order of 5s. in the pound, then extra expenditure could be incurred without raising the rate by the product of 60 times the increase in the 1d. rate. This was common practice.

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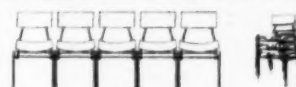
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Also, much attention was paid to the dates when loans would be repaid in full, and in general to the whole financial structure of the local authority. Those who worked this system did not find it frustrating. It was a legitimate intellectual exercise. Of course, it could only be done because wages and the prices of materials did not fluctuate much from year to year, but this system in its turn ensured stability of wages and prices.

There are people who will say that local authority services were bad because too much attention was paid to the rates. There might be something in this. Parsimony carried to excess can create problems just as serious as over-spending. Nevertheless, in essence the principle was sound. Local authorities spent only what they could afford, but regard was always paid to the increased revenues which increasing rateable values produced. Cannot something similar be tried on a national scale? Every year, the country becomes richer and productivity rises. This can be calculated, and the money resulting from this could be shared in wages, salaries, dividends and services among the people of the country.

Is this altogether too ingenuous? The next few years will give the answer.

Belfast Municipal Museum and Art Gallery is to become a National Museum. A Bill presented in the Northern Ireland Parliament provides for the Museum and Art Gallery, at present maintained by Belfast Corporation, to be renamed the Ulster Museum and run by a body of trustees.

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Art College Examinations

A selection of the best work done for this year's art examinations at colleges in England and Wales is now on show at No. 1, Chepstow Place, Bayswater, London, W.2, until September 22nd. Admission will be free to students and the public generally. The exhibition will be open from Mondays to Fridays inclusive from 10 a.m. to 5 p.m. daily.

The exhibition, presented by the Ministry of Education, comprises work done for the National Diploma in Design and the Intermediate Certificate in Arts and Crafts. It includes paintings and drawings, silverware, pottery, carvings and furniture. In addition there are examples of fabrics and dresses designed and made by students. Stained glass windows and some notable designs for interior decoration are also among the exhibits.

Over 300 separate items will be on show. Among those which have received special commendation is a collapsible sketching easel, a group of two figures in terra cotta, an embroidered book cover and another example of embroidery in the form of a child's building block as a five-inch cube.

After its showing in London, the exhibition will be on display at the Regional College of Art, Cavendish Street, Manchester, from October 9th to 21st, and then at the Art Gallery and Museum, Cheltenham, from November 18th to December 2nd.

Air Conditioning in College Laboratory

Now in the final stages of completion, the second phase of extensions in the development programme at the Wigan and District Mining and Technical College, will make the College one of the most up to date in Great Britain.

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Established in 1857, the College is one of the oldest in the country, and, since its formation, has provided advanced technical training up to graduate level. In recent years the number of students in attendance has increased rapidly from 2,500 to 6,000. This influx seriously strained existing facilities and prompted a bold expansion programme.

The first phase of extensions was opened in 1953 by H.M. the Queen, and together with the latest additions the cost of building and equipment has exceeded one million pounds.

Dr. C. F. Jones has been appointed Education Officer for Westward Television at their Plymouth studios. Dr. Jones is a city councillor, former headmaster of Sutton High School, Plymouth, and a former national president of the Incorporated Association of Headmasters.

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Maori Education Foundation

To stimulate the work of a new Maori education foundation the N.Z. Government will make an initial grant of £125,000 worth of Government stock. Authority for the establishment of the foundation is contained in a Maori Foundation Bill introduced in the House of Representatives.

The Bill also authorises further grants and subsidies to be made by Parliament or by a specified group of persons and organisations.

Introducing the Bill, the Minister of Maori Affairs (Mr. Hanan) said the Bill arose from a recommendation in the report by the Secretary of Maori Affairs, Mr. J. K. Hunn.

"The report," he said, "has revealed that much remains to be done to advance the interest and welfare of the Maori people. It shows that the Maori people to a very great extent are not attaining equal standards of education with their fellow European citizens." Donations will be solicited from people and organisations and firms interested in the welfare of the Maori people and most of these contributions would be subsidised £ for £ by the Government.

"Here is an opportunity for New Zealand to set the example and give the world a new concept in racial relations," said Mr. Hanan.

Blind Hong Kong Girl Takes School Certificate Examination

Hong Kong's first blind candidate for the School Certificate Examination was Irene Ip, a pupil of the Diocesan Girls' School, who has been blind from infancy. Answering questions from an examination paper rendered into Braille, Irene typed her own answers, insisting that she be allowed no more time than the other girls for her answers. However, she was allowed extra time to read the papers, some of which in Braille, were 20 foolscap sheets long. The job of translating the papers was undertaken by a Mother of the Canossian Order for the Board of Control. The papers took her three hours per subject to transcribe.

Irene joined the Diocesan Girls' School in 1956, when she was twelve. Said her headmistress, Mrs. C. J. Symons, "Irene has always been very cheerful, ready to learn and willing to be one of the School. She never likes to be considered different, nor indeed is she so, and it was natural that she should wish to enter the School Certificate Examination with her fellow pupils

"Her industry and determination deserve the highest commendation," said Mrs. Symons. "Before she could

study the English Literature set-books, for example, she had to transcribe them all into Braille with her mother dictating them to her.

"Her industry has been rewarded by a scholarship offered by the Perkins School for the Blind in Water Town, Massachusetts, U.S.A. Her present ambition is to train as a teacher of the blind and to return to Hong Kong to help others."

Radio Receivers for Ceylon Schools

The Ceylon Government is arranging to set up radio receivers in about eighty schools, where it will be possible to study methods of utilising the schools broadcast programme to best advantage.

This follows a recommendation made by a Unesco expert, Mr. J. Kitley, on schools broadcasts.

Technical Education in India

The All-India Council for Technical Education has approved a proposal for establishment of 19 additional engineering colleges and 67 additional polytechnics besides expansion of the capacity of existing technical institutions, in order to reach the targets of the Third Plan.

Primary education in the Mysore State has been made compulsory from August 1st throughout the state barring a few small habitations. Over 4,500 new teachers have been engaged.

The Punjab's first rural polytechnic institute is being built at Guru Tegh Bahadur Nagar, about 50 miles from Ferozepore.

N.Z. Commission on Education

Two million words have been taken down verbatim, 1,000,000 received in written submissions and a further 1,000,000 in background material by the commission on education in New Zealand.

The commission has held its final public sitting, the last of 62 sitting days at which evidence has been taken. The first public hearing was on May 16th last year.

So far 494 submissions have been received from 372 parties and the commission has had 572 witnesses before it. Sitings have been held in Auckland, Christchurch, Dunedin, Invercargill, Palmerston North and Hamilton, besides Wellington.

In each of these centres, except Auckland, the full commission has spent a day visiting schools and it also spent five days visiting Maori schools in March this year. The commissioners as individuals have visited a large number of schools throughout New Zealand.

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Universities for Lahore and Dacca

Two Engineering Universities, one each at Lahore and Dacca, are to start functioning from October this year. Considerable preparatory work has been done in reorganising programmes of studies and research in these institutions, with special regard to specialisation and on the basis of this study the Engineering Colleges at Lahore and Dacca have been raised to University level.

In the field of secondary education in Pakistan, the curriculum on the secondary stage has also been revised and brought up-to-date and provision has been made for studies in Agricultural, Industrial, Home Economics, Arts and Commercial studies designed to prepare students for careers in these fields. In both wings of the country a number of "pilot" schools have already been started to teach the new subjects.

As regards primary education the curriculum has been completely revised to strengthen traditional subjects, to emphasise new institutional techniques and to include concrete opportunities to instill in children the spirit of patriotism and joy in physical work.

Under the Educational Reforms, teachers are also being asked to devote a major portion of their time to tutorial work, which includes personal study and the guidance of students and research work. A summer course was held recently for teachers in which basic principles of education and teaching techniques were discussed; over 400 teachers from all over Pakistan participated in it.

Responsibility of Teachers in Tension - Torn World

Dr. K. L. Shrimali, the Indian Minister of Education, addressing the tenth Annual Assembly of the World Confederation of the Organisations of the Teaching Profession, said that the present world situation threw a tremendous responsibility on teachers. The latter, he said, must commit themselves unequivocally to a world order in which no nation was allowed to repudiate its professions of peace.

The Minister said that there was a passionate desire for peace among a vast majority of peoples all over the world and that it was the responsibility of the educationalists to create the strength of will and determination among these people so that they might be able to stand up against those who believed that war was the only means for resolving differences among nations.

Education, he added, had a vital role to play if people were to assume their share of responsibility for bringing into existence a planned society through the democratic procedure.

TV Mathematics — A New Approach

A new series of programmes for schools is to be screened in the Autumn Term by ATV on mathematics. It is designed for 10 to 12-year-old children and is an experiment in a new method of putting the subject across to children, who, up until recently, have found the subject uninteresting and have, in most cases fostered an intense dislike for it.

Produced by Donald Carter, well known already for his production of the recent excellent series "Ici La France" and directed by David Scott, the series has been made by outside broadcast units on location at Eliot Bank School, Forest Hill and De Lucy School, Woolwich.

At a recent visit to the latter school I was able to watch rehearsals for one of the programmes. This was acted by pupils and their teacher at the school, the theme for the programme being "Numbers at work in the community" which endeavoured to give children an understanding and confidence when using large numbers. The main concern of Mr. J. S. Flavell, the programme advisor, author of several text-books on mathematics, and headmaster of Wheelers Lane Junior School, Birmingham, was to create an interest amongst pupils and to show, with practical examples the various uses to which mathematics is put in the world outside school. Although acting, the pupils were nevertheless, obviously interested in their new approach.

M. F. GODDARD.

A contract to build a chemistry teaching block for Bristol University at a cost of £630,000 has been awarded to Holland & Hannen and Cubitts (Great Britain) Ltd. The contract is part of an overall scheme to build a new School of Chemistry at a total cost of about £1½ million. Work on the teaching block will start this month and other new buildings, including research blocks, lecture theatres and library, will be added by 1965.



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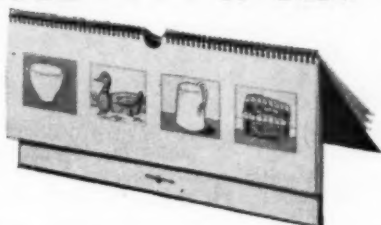
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Village Schools

The first to deal specifically with the subject, this bulletin considers the problems of the village school in which children aged from five to eleven have to be accommodated in two or three classes, and suggests how these children can be given the normal educational opportunities found in a large primary school. **Education Building Bulletin**

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Science in Primary Schools

In this world of rapid scientific developments, the teaching of science should form an essential part of the school curriculum. It already holds a firm place in *secondary schools, and this pamphlet illustrates how it can become a stimulating educational medium in primary schools. **Ministry of Education Pamphlet No. 42.**

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* Science in Secondary Schools is available as pamphlet No. 38, price 6s., post 6d.

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Developments at Manchester University New Appointment in Industrial Administration

It has been taken for granted, certainly since the Second World War, that its universities are Britain's principal source of scientists, engineers and technologists. It is not yet so readily recognised that the universities may also help directly to provide Britain with its managers; indeed, there are many, both within the universities and outside, who believe that "management" is not and never can be a field of study or action coherent enough to form an academic subject—and of these some believe that any university embarkation into these affairs must so threaten standards of scholarship as to demand active opposition.

The Manchester College of Science and Technology, however, already developing to cater annually for 500 graduates, is also planning to expand its Department of Industrial Administration, founded in 1918 by a group of local businessmen under the leadership of Hans Renold. The first professor, R. W. Revans, was appointed in 1955 and is now being joined by Ronald Beresford Dew, M.A., L.L.B., F.C.A., Assistant Managing Director of Production-Engineering Ltd., who will take up a new appointment as first visiting professor in Industrial Administration in the University and in the College on October 1st.

Professor Dew was educated at Manchester and

Cambridge Universities, and the Middle Temple, before serving in the Royal Navy throughout the war. He has recently been studying in U.S.A., leading American university business schools and American management consulting organisations.

The new appointment closely interprets the traditional policy of the College, namely, to build the academic subject upon operational studies of the relevant technology in industrial Manchester and elsewhere. Industrial management, administration, planning and control, with its identification of problems, its estimates of utilities, its processing of information, its specifications for action, all in the complex settings of personal and social conflict, is potentially a subject of the greatest intellectual rigour. It is irrelevant that the true research worker must use the language of management mythology, or that he must discuss non-scientific propositions with non-scientific managers; nuclear physics was heralded by alchemy and astrology contained the seeds of Jodrell Bank.

There are three distinct contributions which the university can make. The first is by the researches of its staff (including the work of 20 students who are now studying aspects of management as diverse as the economic problems of Ghana and foreman/shop steward relationships in Manchester), by study of problems of management, and by the analysis of the consultant's case-book, to extract basic teachable ideas and relate them to the research of others working in the same fields elsewhere; the second is to communicate these (in largely theoretical form) in the hope, not of teaching anything "useful" about management, but that they will encourage students to seek the logical structure within which the underlying problems of management may be more clearly identified and progress may be more readily controlled; the third—the most difficult—is to study the processes themselves by which managers manage.

In this, only the managers can teach each other and the university, and it is hoped that Professor Dew's appointment will greatly extend the opportunities for academic and industrial staffs to meet in short residential conferences. A programme of seminars, to discuss such affairs as industrial morale and motivation, managerial control in all fields—cost, quality, sales, inventory, the Common Market, and so forth, to examine practical problems from a theoretical viewpoint, and to bring together the business man and the research worker, will be an important part of these developments.

A school for Welsh children of 7 and 8 years, and eventually up to 11 is to open in London this month. The children who attend will mostly be following on from the existing Welsh class for 5- and 6-year-old children at the London County Council school in Hungerford Road.

The fifteenth annual conference of the National Association of Divisional Executives will be held from the 19th to 22nd of this month at Llandudno, when Mr. A. B. Clegg, Chief Education Officer, West Riding, and Mr. John Vaizey, Director of the University of London Institute of Research Unit in the Economics and Administration of Education, are to be the principal speakers.

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School Building in the U.S.A.

Ministry of Education Survey

The latest addition to the Ministry of Education's series of Building Bulletins* is a new departure in the sense that it introduces readers for the first time to school building in a country outside England and Wales.

The bulletin is in no sense an official commentary by the Ministry of Education on American school building—it is a personal record of a visit made to America by two members of the Ministry's Architects and Buildings Branch, made possible by the generosity of the Commonwealth Fund—but it has been published in the Building Bulletin series so that those concerned with the design of British educational building can draw on the wealth of material and experience that it records. This purpose is endorsed in a foreword by the U.S. Commissioner of Education, who suggests that the bulletin may well prove equally valuable to architects, educators and administrators in the U.S.A.

In addition to chapters on the American educational system in general, and the financing and administration of school building programmes, there are chapters on elementary, junior high and high schools, junior colleges, independent schools, lighting, colour, television and furniture.

The chapters on schools range from those aspects of American school life which Hollywood has made widely known to those which British architects and educators are likely to find stimulating in their novelty. Co-education, frilly petticoats, pep clubs, cheer songs, and all the pressures and formalities which go into the moulding of young Americans are perhaps familiar enough. But much less is known about those other influences—such as team teaching, television and self-directed work—which are altering, often quite fundamentally, the pattern of American school design. Is the ordinary classroom disappearing from the school? Have we anything to learn from American experience in coping with the social and educational organisation of the large school, now that British secondary schools are tending to get bigger? Can American practice help us to deal with the problem of the wide spread of ages in British secondary schools—ranging from small boys or girls to young adults—now that more pupils are

staying longer at school? These are just some of the questions the Bulletin raises, discusses and illustrates.

The chapters on lighting and colour go beyond the context of school building to explore various trends in current American practice. How far is it sensible to create an artificial environment in new buildings? The school without daylight has already arrived in the U.S.A., and there are several without windows. The chapter on colour discusses the influence on current practice of the colonial heritage, the arts and craft movement, the lighting engineer and the lady with a passion for blue.

The final chapters deal with television, and with furniture and equipment. The pros and cons of television as a teaching medium are largely a matter for discussion by educators, but the bulletin notes that its widespread use in North America is already having an important influence on new school and college design. The American furniture industry is praised for the service it gives the architect and educator concerned with new school design, and for the contribution it makes to the quality of the schools.

Appendices list the schools visited by the authors in 28 States and, where reliable figures are available, gives information on areas and costs in a form comparable with practice in England and Wales. There are also 17 photographs and 205 diagrams, ranging from illustrations of whole schools to perspective drawings of individual items of furniture or equipment.

The bulletin is published at a time when there is a growing realisation, on both sides of the Atlantic, that Britain and America can benefit from a study of each other's educational systems and current educational problems. As a result, there are many signs that the two systems, despite their different traditions and origins, are steadily moving closer together. If Building Bulletin No. 18 contributes to this healthy process, it will have done its job.

The late Dr. John Lloyd, of Barry, Glamorgan, Emeritus Professor of Music at University College, Cardiff, has directed his trustees to provide £1,000 out of his estate for the University College of Wales, Cardiff, towards the establishment of a scholarship fund to help students at that college who are studying music with a view of making it a career.

* No. 18: "Schools in the U.S.A.—A Report": H.M.S.O., price 15s. 0d.

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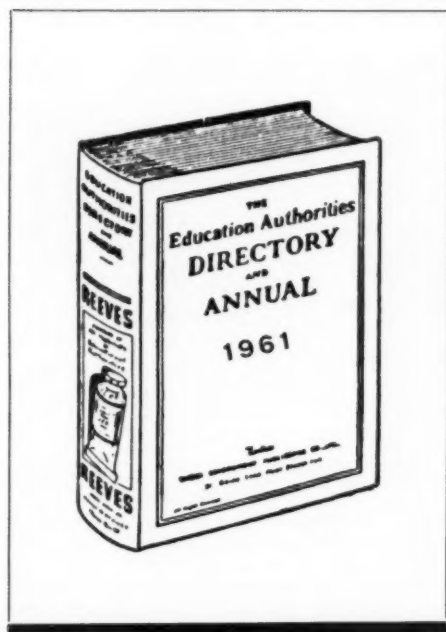
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MISCELLANY

Sheffield Education Committee have approved proposals for the reorganisation of aids to students estimated to cost £36,800 in the current financial year. The new system of grants is to come into force this month and the cost for the academic year 1961-62 would be about £56,700.

Mr. G. Essame, O.B.E., at present the Staff Director of the West Midlands Divisional Board, has been appointed Principal of the National Coal Board's Staff College at Chalfont St. Giles in succession to Mr. N. G. Fisher, whose resignation was announced some time ago. Mr. Essame was born on June 2nd, 1912, and educated at the Magnus Grammar School, Newark, Selwyn College, Cambridge, and the London School of Economics. He was awarded the O.B.E. in 1946 for his war services.

The Scottish Technical Education Consultative Council have been concerned about the failure of day-release to develop. They feel the Government's suggestion to give young workers the right to claim day-release would be "unsatisfactory and ineffective." Therefore, they have welcomed the invitation by the Rt. Hon. J. S. MacLay, M.P., Secretary of State for Scotland, to consider "legislative and other measures that might be adopted" to promote it and have appointed a committee for this purpose.

Last month nearly 100 teachers from many parts of the country exchanged places with a similar number of American teachers. They came from a wide variety of schools and for the first time teachers of spastic children are taking part this year. Mrs. Moira J. Abbott, who teaches at the Cerebral Palsy Unit, Queen Alexandra Hospital, Cosham, Portsmouth, has changed places with Miss Elizabeth A. Skougner of the Widener Memorial School, Broad and Olney Avenue, Philadelphia, Pennsylvania.

Modern Architecture—Yesterday, Today and Tomorrow.—A series of three illustrated lectures on modern architecture will be given on November 15th, 22nd, and 29th, at the Royal Institute of British Architects by Mr. R. Furneaux Jordan, A.A.Dipl., A.R.I.B.A. Mr. Jordan has been Principal of the Architectural Association School of Architecture and

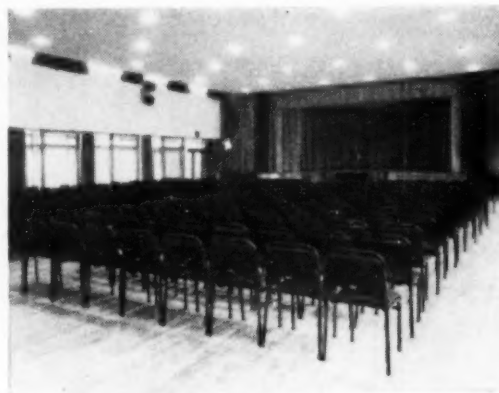
Professor of Architecture at Leeds University. He is a practising architect, broadcaster, author and critic and in the architectural correspondent of the *Observer* newspaper.

New College Has Over 4,000 Adult Students

Clarendon College, Nottingham, is yet another example of the growing thirst for adult learning. Designated a College of Further Education, Clarendon caters for 4,200 students and this number is increasing every term.

The pressing need for a school of this type in the Nottingham area, is illustrated by the fact that the building was only completed last September and has not been officially opened yet—though this did not deter the high level of enrolments!

Extra curricular activities are enthusiastically supported by the students and the focal point of Clarendon's social life is its superb assembly hall, where concerts, dances and plays are staged regularly. In order to



arrange the seating in the hall with the minimum of trouble for the different functions held, the management committee selected tubular steel chairs made by Shaw Manufacturing Co. Ltd., of London, S.E.1. These have the advantage of being relatively light and particularly suitable for stacking. The colour scheme selected was black throughout — the frames were finished in black stove enamel and the chairs upholstered in black Duracour.



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Film Strip Reviews

GAUMONT BRITISH

S 531—Chromosomes in Plants.—

Now that the filmstrip market numbers some thousands it is gratifying to note an increasing tendency to cater for the O and A level requirements of the G.C.E., and this strip is admirably suitable for such a purpose. The black and white photographs taken through a high power microscope show the 24 chromosomes of *Lilium regale* in the various phases. To help understand the somewhat complicated photographs simplified diagrams assist the student to analyse each phase in turn. The first section deals with mitosis, showing interphase, prophase, metaphase, anaphase and telophase; and all these can be seen in a lower magnification of the cells forming part of a root-tip. The second section deals with meiosis as it occurs in the formation of pollen grains. Here the student is introduced to the stages signifying leptotene, zygotene and pachytene. A most useful introductory strip for Botany classes. 38 frames.

Understanding the Ordnance Map

S 532—Part 3—Height on O.S. Maps. S 536—Part 6—Upland Landscape—Carboniferous Limestone.

Two recent additions to this most helpful series. Part 3 outlines the methods by which the surveyor finds his heights and continues by examining how the Ordnance Survey meet the difficulties of accurately and artistically transferring these heights from the three-dimensional reality to the two-dimensional requirements of the paper map. The student is introduced in turn to the Newlyn Tidal Gauge and the New Datum, to the theodolite and triangulation and to the Surveyor's level and the principle of levelling. This leads to the subject of contours and to the three methods of depicting heights by visual means—layering, hachuring and shading. 29 frames.

Part 6 provides an excellent example of what may be deduced from a close study of the Survey Map signs which suggest carboniferous limestone country with emphasis on the more hilly limestone regions. The student is encouraged to form his conclusions by interpreting the evidence as shown by representation of thin soils, dry valleys, disappearing streams, potholes, broken ground, rock outcrops, hard rock and caves. A most helpful

feature is provided by actual photographs of selected spots followed by their representation on the 1in. Ordnance Survey; interesting scenes such as Burrington Combe, Malham, Cheddar Gorge and Gaping gill Hole. 36 frames.

SC 523—Along the Rivers of Iraq. 46 frames.

SC 524—Mountains and Desert in Syria. 44 frames.

SC 525—Pakistan: East and West. 45 frames.

SC 526—Village and City in Turkey. 48 frames.

All these strips in colour are produced by Encyclopaedia Britannica Films Ltd., and, as is customary with many of these productions the photographs have printed captions below to impart information as the strip proceeds. As such the strips are more suited to the upper classes of the Primary school than elsewhere and scholars will have to accept the American spelling—color, center, plow, harbor, theater and fiber.

The pictures in all strips are interesting and convey clearly the typical scenery and lives of the people.

SC 523 deals with the Euphrates and Tigris and concentrates on the importance of irrigation with special reference to farming in Southern Iraq and date-palm cultivation by the riversides. Baghdad is naturally selected as the city to visit.

SC 524 shows effectively the influence of a mountain barrier on climates and rainfall as we move from the lovely green Safita eastwards across the mountains to Damascus. Much of the strip is given to this important city stressing the importance of the river Barada as its lifeline. The concluding frames take us to the desert.

SC 525 has some familiar photographs of rice cultivation and some particularly striking pictures (the best we have seen) of jute cultivation in East Pakistan. The aridity of West Pakistan is well brought out in comparison and the river Indus as the valley housing the bulk of the population. Karachi is selected for the final 9 frames.

SC 526 provides material for the study of the old and new capitals of Turkey—Istanbul and Ankara, but the bulk of the strip concerns the geography of a village on the shores of

the Sea of Marmora—Cinarcik, and it is refreshing to visit a village which one has heard so little about, and which can boast of much progress in recent years.

New Wall Charts

From Educational Productions come three new wall charts — one for the domestic science room and two for the sports hall.

C768 in the Domestic Science series is entitled "Batters," and is produced in collaboration with Thomas Bell & Son Ltd. It illustrates clearly the various stages in making batter and goes on to show how the batter is used in making Pancakes and Yorkshire Pudding.

C5991 and C5992 are additions to the Physical Education series and are a set of two charts on "Tennis." An action sequence series of specially taken photographs of Lew Hoad illustrate on Sheet 1 the vital points of the service, forehand drive and forehand volley and on Sheet 2 the smash, backhand drive and backhand volley. A close study of these photographs will help all players to improve their standard. These charts have been approved by the Lawn Tennis Association and are produced in collaboration with the Dunlop Sports Co. Limited.

POST OFFICE CHARTS

The Post Office has prepared a set of wall charts for school use about the country's telephone system. Telephone installation, the distribution network, and telephone exchanges are covered, as are international calls, and the ship/shore radio telephone service.

There are nine panels in the set, each 20in. x 15in. and these are intended for use in secondary and grammar schools and in commercial colleges, for pupils of 14–15 years and upwards. The charts can be obtained by teachers and educational authorities through District or Head Postmasters, or Telephone Managers.

The charts are the second set in a series, the first of which dealt with the mechanisation of postal sorting.

Educational Productions have released their new filmstrip catalogue and this contains many new items. A completely new section on Art Treasures from Medieval Manuscripts has been introduced. New strips in an advanced Biology series include The Skeleton, The Anatomy of the Flowering Plant and The Life History of the Pine. Copies of the catalogue are available free from the publishers at East Ardsley, near Wakefield.

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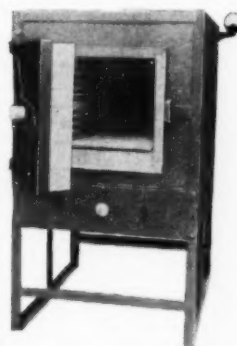
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